

Michigan Department of Education

Office of Special Education
and Early Intervention Services

UPDATE

July 2006



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Office of Special Education and Early Intervention Services
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Administrative Rules for Special Education

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The OSE/EIS will revise any of the special education rules that need to be aligned with the reauthorized Individuals with Disabilities Education Act (IDEA) after the federal regulations implementing IDEA are promulgated.

All of these rules may be accessed from the Michigan Department of Education website at: <http://www.michigan.gov/mde>

Special Education Hearing Emergency Rules were signed by Governor Granholm, and became effective On June 30, 2006. These rules established a new system for due process hearings in Michigan. The emergency rules are effective until December 30, 2006. The MDE, OSE-EIS has proposed new rules and procedures that would replace the emergency rules and take effect December 31, 2006. The new rules/procedures will be available for public comment until August 14, 2006. Public hearings will be conducted On Monday, August 14, 2006 from 2:00 – 5:00pm in Marquette and St. Johns. Public comment may be submitted in writing or submitted electronically. You can find the address and /or web site on the MDE web site at: www.michigan.gov/ose-eis

One of the major changes in the emergency rules and proposed new rules/procedures includes a single tier due process hearing system. The MDE maintains responsibility for administration of these hearings. Under these rules the complaining party must file the due process hearing complaint, and State level reviews (originating from a due process hearing filed prior to July 1, 2006) with the OSE/EIS. The OSE/EIS will refer the request to the State Office of Administrative Hearings and Rules, (SOAHR) who will assign an Administrative Law Judge to conduct the hearing. OSE/EIS has appointed Harvalee Saunto as Acting Due Process Hearing Coordinator. She will act as case manager and work with SOAHR for the due process hearings and reviews. If you have questions you can contact her at 517/241-7507 or, sauntoh@michigan.gov

Annual Performance Report (APR) for Part B and Part C

Contact: Caroline Coston at (517) 241-4412 or at CostonC@michigan.gov

The reauthorized Individuals with Disabilities Education Act (IDEA), Section 616(b), requires State Departments of Education to develop a Special Education State Performance Plan (SPP). The State Performance Plans describe Michigan's progress on twenty (20) Part B (Special Education) and fourteen (14) Part C (*Early On*®) Systems, federal monitoring compliance and performance indicators.

Part B Monitoring Priorities	Part C Monitoring Priorities
FAPE <ul style="list-style-type: none"> • #1 Graduation • #2 Dropout • #3 Participation and Performance on Statewide Assessments (AYP) • #4 Suspensions/expulsions • #5 Least Restrictive Environment • #6 Preschool LRE • #7 Preschool Outcomes • #8 Parent Involvement • #11 Child Find • #12 Early Childhood Transition • #13 Secondary Transition • #14 Post School Outcomes 	Early Intervention Services in Natural Environments <ul style="list-style-type: none"> • #1 early intervention services on their IFSPs in a timely manner • #2 receive early intervention services in the home or programs for typically developing children • #3 infants and toddlers with IFSPs who demonstrate improved <ul style="list-style-type: none"> ◦ Positive social-emotional skills ◦ Acquisition and use of knowledge and skills ◦ Use of appropriate behaviors to meet their needs • #4 Family Participation
Disproportionality <ul style="list-style-type: none"> • #9/10 disproportionality 	Child Find <ul style="list-style-type: none"> • #5 Infants and toddlers birth to 1 with IFSPs • #6 Infants and toddlers birth to 3 with IFSPs • #7 Eligible infants and toddlers with IFSPs for whom an evaluation and assessment and initial IFSP meeting conducted appropriate timeline
General Supervision Monitoring <ul style="list-style-type: none"> • #15 Monitoring • #16 Complaint Investigations • #17 Due Process Hearings • #18 Dispute resolution • #19 Mediations • #20 Data reporting 	Effective Transitions <ul style="list-style-type: none"> • #8 Timely transition planning
	General Supervision <ul style="list-style-type: none"> • #9 Monitoring • #10 Written complaints resolved within 60-day timeline • #11 Due Process Hearings • #12 Dispute resolution • #13 Mediations • #14 Data reporting

In addition, the plan establishes proposed performance targets for all indicators for the next six years and describes activities and strategies to support the achievement of the targets. The MDE submitted the SPP reports for both Part B and Part C in December, 2005. These reports are available on the MDE website at www.michigan.gov/mde.

IDEA 2004 also requires the state to report annually to the U.S. Department of Education, and to the Michigan public, on the progress and performance of the state and each local educational agency on achieving the targets in the State's performance plan. This report, referred to as the Annual Performance Report (APR) is due February 2, 2007.

In preparation for submitting the APR, OSE/EIS is analyzing data reported to the state for the 2004-2005 school-year, to determine overall state and LEA progress toward achieving the targets set forth in the SPP. Through this analysis of SEA and LEA performance on the indicators, OSE/EIS seeks to answer the following questions about the state's performance on Part B:

1. Are students with disabilities entering school ready to learn at high levels?

Indicators: #11 Child Find; #6 Preschool LRE; #7 Preschool Outcomes; #12 Early Childhood Transition

2. Are students with disabilities achieving at high levels?

Indicators: #3 Participation and Performance on Statewide Assessments (AYP); #4 suspensions/expulsions; #5 Least Restrictive Environment

3. Are students with disabilities from all ethnicities appropriately identified and receiving FAPE in the LRE?

Indicators: #9/10 Disproportionality

4. Are parents and students supported within special education?

Indicator: #8 Parent Involvement

5. Are students with disabilities prepared for success beyond high school?

Indicators: #1 Graduation; #2 Drop out; #13 Secondary Transition; #14 Post-school Outcomes

6. Does the infrastructure support the implementation of IDEA?

Indicators: #15 monitoring; #16 Complaint Investigations; #17 Due Process Hearings; #18 Dispute resolution; #19 mediations; #20 data reporting

OSE/EIS is also collecting data to establish baseline for "new indicators" or indicators for which "new data elements" must be reported to meet OSEP's measurement requirements.

To facilitate dissemination of information related to the SPP and APR, OSE/EIS is developing an SPP Website/webpage. The website will be designed to provide up to date information about the SPP/APR, the most current data collection efforts and report annually to the public on state and local education agency performance toward achieving targets in the State Performance Plan.

Assessment of Students with Disabilities in the State Assessment System

Contact: Peggy Dutcher at (517) 241-4416 or at DutcherP@michigan.gov

MI-Access, Michigan's Alternate Assessment Program

The fifth year of the statewide administration of MI-Access was completed at the end of March 2006. The results from the Winter 2006 MI-Access assessments were

shipped to districts in June 2006. State and district summary reports are also available on-line at www.michigan.gov/mi-access.

MI-Access Assessment Development

Throughout the 2005/2006 school year, the MI-Access team has continued to engage in the assessment development process described in the August 2005 issue of *The Assist*. Presented below are the three main areas of development, Science for all three MI-Access populations, English language arts and Mathematics for Supported Independence and Participation, and MI-Access Modified Full Independence assessments.

MI-Access Science

As reported in the April issue of *The Assist*, draft sets of extended benchmarks (EBs) have been completed for Functional Independence (FI), Supported Independence (SI), and Participation (P). These extended science benchmarks for all three MI-Access populations are organized by grade cluster (elementary, middle school, and high school) to correspond with the three grades in which science is assessed at the state level (grades 5, 8, and 11).

During their March meeting the science Assessment Plan Writing Team (APWT) made certain that each set of benchmark strands (Constructing New Scientific Knowledge, Reflecting on Scientific Knowledge, Earth Science, Physical Science, and Life Science) were appropriate in terms depth, breadth, and complexity of content for each of the MI-Access populations, and recommended item formats and scoring rubrics, (for more information see the April 2006 issue of *The Assist*). Following the completion of these tasks, the MI-Access development contractor, BETA/TASA, was ready to begin writing items.

BETA/TASA staff and Michigan educators, using sample items and draft item specifications, developed with input from the Science APWT, have written hundred items that span all five science benchmark strands and all three MI-Access populations. This initial pool of items will be reviewed internally by MI-Access and BETA/TASA staff to make sure they are in the best shape they can be, and then the items will be reviewed by the Sensitivity Review Committees (SRCs) and Content Advisory Committees (CACs) in July. The charge before these groups of Michigan teachers, administrators, and parents will be to ensure that the APWT's recommendations for items, such as length of multiple-choice stem and choices, artwork, and language were followed and consistently applied, and to eliminate any biasing elements. In addition, the CAC reviews the items for content accuracy and that the item does assess the extended benchmark assigned to it.

MI-Access Participation and Supported Independence English Language Arts and Mathematics Assessments

As many of you know, the U.S. Department of Education (USDoE) ruled that the P and SI assessments, which were administered during the 2005/2006 school year, did not meet all of the NCLB criteria for alternate assessments based on alternate achievement standards. Specifically the P/SI assessments were (1) not explicitly linked to the state's English language arts (ELA) and mathematics content

standards, and (2) their scores were not reported separately by ELA and mathematics. This necessitated the development of P/SI v1.5 instruments to be used until the P and SI v2.0 assessments for English language arts and Mathematics are fully developed, (See article on the development of P/SI v2 in the April 2006 issue of *The Assist*.)

To develop the P/SI 1.5 assessments, Michigan educators and MI-Access staff are using the original P and SI activities (that were eligible to be used on operational assessments for the past five years) to more clearly show the English language arts or mathematics that the student is engaging in when completing the assessment activity. In addition, they are using the Draft English Language Arts and Mathematics Extended Grade Level Content Expectations (EGLCEs) and Extended Benchmarks (EBs) that the Assessment Plan Writing Team drafted. (NOTE: These EGLCEs and EBs are in the process of being prepared for field review.)

The original P and SI assessment activities are being used as a context for assessing English language arts or mathematics content because the MI-Access Team knows that P and SI students are routinely involved with these types of activities. In addition, the scoring rubric developed by the Science APWT, will replace the current P and SI scoring guides. Professional development related to this new scoring rubric will be developed over the summer and will be available prior to the first administration of P/SI v1.5.

The P/SI v1.5 assessment activities will be field-tested fall 2006 throughout the state to gain teacher feedback on things such as whether or not the activities, including the new scoring rubric, are easy to understand in relationship to (1) the academic content being assessed, (2) what should be observed, and (3) how to use the scoring rubric to score the student.

The MI-Access Team is putting together a packet of information on the P/SI v1.5 assessments that will be sent to the USDOE to review and determine if they meet the NCLB alternate assessment criteria. These new assessments will only be administered in 2006/2007 *if* the USDOE approves these assessments. The hope is that the USDOE will be able to make their decision in time to administer the P/SI grades 3-8 assessments during the Fall 2006 MI-Access assessment window. However, if the USDOE does *not* make a decision in time to produce assessment materials for Fall 2006, the P/SI v1.5 assessments will be administered during the Spring 2007 MI-Access assessment window along with grade 11. Please note that the MI-Access grades 3-8 Functional Independence assessments *will* be administered during the Fall 2006 assessment window whether the P/SI v1.5 assessments get the "go ahead to administer" from the USDOE in time for Fall 2006.

Alternate achievement standards must be aligned with the State's academic content standards (i.e., include knowledge and skills that link to grade-level expectations), must promote access to the general curriculum, and must reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities.
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No Child Left Behind Legislation and State Assessment of Students with Disabilities

The U.S. Department of Education (USDOE) released a Notice of Proposed Rule Making (NPRM) related to additional optional alternate assessments based on "modified achievement standards." States can choose not to administer the assessments addressed in this proposed regulation. The scores of these alternate assessments could be included in the calculation of Adequate Yearly Progress (AYP) up to a 2% cap at the state level. The proposed 2% regulation did not mention a cap at the building level, similar to the 1% regulation limiting the number of proficient alternate assessment, scores based on alternate achievement standards that a state could use when calculating AYP.

The proposed 2% regulation is posted on the MI-Access Web page along with Michigan's comments on the proposed regulation. The Office of Educational Assessment and Accountability (OEAA) has been discussing how Michigan might "develop" alternate assessments based on modified achievement standards and who the proposed regulation describes as eligible to take the assessments based on modified achievement standards. These assessments would be called MI-Access Modified Full Independence assessments (MFL). One of the requirements in the proposed regulation is that the assessments must reflect the *regular* content standards, *not* extended content standards. It also states that in order for a student to qualify to be considered to take these assessments the student must be receiving grade level instruction for the grade the student is enrolled. For example, a student is enrolled in grade 4, but is receiving instruction in English language arts at the second grade level would *NOT* be eligible to take the alternate assessment based on modified achievement standards.

One of the issues Michigan raised in their comments sent to the USDOE on the proposed regulation was that Michigan was grateful for the additional flexibility for counting alternate assessment proficient scores when calculating AYP, but Michigan felt that the population the propose 2% regulation addressed is not the population that should be eligible for these new alternate assessments. The following is an excerpt from Michigan's comments on the proposed regulation.

"Unfortunately, this NPRM is limited to students with mild disabilities who can and should be working at grade level and who, with appropriate instruction, would likely be able to take the regular assessment with appropriate accommodations.

The NPRM as written addresses students working on grade level, but who may not complete all of the grade-level material in the course of a school year. The MDE has concerns about how assessment participation decisions will be made for students who have not mastered the previous year's material. Under the proposed regulation, in order to take advantage of this flexibility, they would have to move into the next school year without mastering the content of the previous year. This sets up students for academic failure or prevents Local Education Agencies (LEAs) from utilizing this flexibility for more than one year for these students. At best, this allows for only one year of flexibility to participate in a modified assessment. In an

even less palatable scenario, in order to take advantage of this flexibility, students would be assessed on material that is instructionally inappropriate for them. This is an unintended consequence that may result in the inappropriate assessment of many students."

The USDOE has indicated to states that they received over 450 comments on the proposed 2% regulation. The USDOE does not anticipate that the regulation will be final until late November 2006, but most likely it will be final after the first of the year. However, one of the requirements for states to be approved to use the Interim 2% flexibility, which we are using when calculating AYP for 2006, is that the state must have an alternate assessment based on modified achievement standards in place for 2006/2007. Therefore, the OEAA discussed with the OEAA's National Technical Advisory Committee (TAC) about developing these assessment, since the regulation is not final, and possible ways Michigan could develop a technically sound assessment that would meet the criteria described in the *proposed* 2% regulation. The proposed 2% regulation allows states to develop assessments that have reduced depth and breath. Therefore, the TAC suggested that if the state proceed to develop these assessments before the regulation is final, one option would be taking the existing MEAP English Language Arts and mathematics assessments and modify the assessment blueprints to reduce the depth and breadth of the assessments for grades 3-8. The following shows what the current MEAP blueprints are for the ELA and mathematics assessments and what was tentatively proposed by the TAC for the ELA and mathematics blueprints for the MI-Access Modified Full Independence assessments.

Office of Educational Assessment and Accountability

Mark Your Calendars for the Fall OEAA Conferences

As was the case last year, all the programs housed within the Office of Educational Assessment and Accountability (OEAA) will hold joint, two-day conferences across the state in November and December. Holding the conferences jointly was successful last year because it allowed people who were both MEAP and MI-Access Coordinators to attend all sessions in one location. The combined conferences also enabled the OEAA to address those issues of accountability and participation that increasingly cut across all state assessment programs.

The first day of each conference will be devoted primarily to the MEAP, the English Language Proficiency Assessment (ELPA), the Michigan Merit Exam (MME), and accountability (including Adequate Yearly Progress and Education YES! school performance indicators). The second day will be dedicated to issues related to state assessment for students with disabilities, which includes MI-Access, MEAP, and ELPA. Attendees may sign up for one or both days of a particular conference, depending on their roles and interests. Below is the conference schedule.

Dates	Locations
November 28 & 29, 2006	Marquette
November 30 & December 1, 2006	Grayling
December 4 & 5, 2006	Grand Rapids

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December 7 & 8, 2006	Novi
December 11 & 12, 2006	Lansing
December 13 & 14, 2006	Sterling Heights

On the second day of the conference, session topics will include updates on the operational assessments; updates on the MI-Access assessments under development (including science, Participation and Supported Independence English language arts and mathematics, and Modified Full Independence); understanding and using assessment results (including progress scores); students with disabilities and the Michigan Merit Examination; accommodations; and No Child Left Behind/Education YES!. Each of these topics, and numerous others, were identified as being of great interest to educators and will provide participants with valuable information that can be used in school improvement efforts and for improving student performance on and participation in state assessment. Registration information can be found on the MI-Access web site by September, 2006.

MEAP/MME and MI-Access Assessment Windows

The assessment windows for the 2006-07 school year are:

MI -Access	Dates
Grades 3-8 Functional Independence	10/9 – 11/17/2006
Grades 3-8* (Participation and Supported Independence v1.5)	2/19 – 4/13/2007
Grade 11 (Participation, Supported Independence v 1.5, and Functional Independence)	
MEAP	
Grades 3-9	10/09 – 10/27/2006
(Retest) Grade 12 only	10/23 – 11/03/2006
Spring 2007 MEAP/MME Grades 11 only	Go to www.mi.gov/mme for detailed schedule

Michigan Merit Examination (MME)

The Michigan Merit Examination (MME) will be given for the first time in the spring of 2007, provided federal approval is granted before November of 2006. MDE anticipates a response from the U.S. Department of Education by November 2006. The OEAA has been busy putting together a packet of information related to the MME to send to the USDOE for peer review. The purpose of this review is to determine if the Michigan Merit Examination meets all of the No Child Left Behind criteria. If the USDOE either does not approve the use of the MME or they don't get back with the OEAA by November 1, the MEAP High School Assessments will be administered spring 2007. Michigan does anticipate a response from the USDOE by November 2006.

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The MME consists of three major components: the ACT Plus Writing test, two WorkKeys tests (Applied Mathematics and Reading for Information), and Michigan developed items for science, mathematics and social studies. Based on analyses already completed, the MDE has determined that the Michigan developed items are necessary to meet federal requirements to measure the current Michigan content standards. The chart below outlines the spring 2007 test organization.

Spring 2007 Test Organization						
Day*	Assessment	Subject Session	Number of Parts	Total Items	Testing Time (minutes)	Estimated Time Required for Administration
Day 1 March 13 (Makeup March 27)	ACT Plus Writing	English	5	75 MC items	45	Total test time - including check in, instructions, breaks, and collection of materials - 5 hours
		Mathematics		60 MC items	60	
		Reading		40 MC items	35	
		Science		40 MC items	35	
		Writing		1 Prompt	30	
		Day 1 Testing Time 205 minutes (3 hrs / 25 minutes)				
Day 2 March 14 (Makeup March 28)	WorkKeys	Reading for Info	3	33 MC Items	45	Total test time - including check in, instructions, breaks, and collection of materials – 3 hours
		Applied Mathematics		33 MC Items	45	
	Michigan Developed	Mathematics		14 MC items	20	
		Day 2 Testing Time 110 minutes (1 hour / 50 minutes)				
Days 2 - 7 March 14 to 21 (Makeup March 28 to April 4)	Michigan Developed	Science	3	46 MC items	50	Total test time - including check in, instruction, breaks and collection of materials - 3.5 hours
		Social Studies		31 MC items and 1 prompt	50	
				26 MC items and 1 prompt	50	
				One additional day during Days 2 -7 Testing Time 150 minutes (2 hours / 30 minutes)		
<i>*More detailed information about this schedule and the MME program is available on the MME website at www.mi.gov/mme.</i>				TOTAL Minutes	465	
				TOTAL hours	7.75	

The chart below outlines which components contribute to each MME score. The MME scores will play a role in qualifying for the Michigan Merit Award and will be the foundation for the No Child Left Behind (NCLB) calculation of Adequate Yearly Progress (AYP) and EdYES! Accountability reports for high schools.

				Components Contributing to MME Scores					
Day	Test	Subject Session	Parts	ELA	Reading	Writing	Mathematics	Science	Social Studies
Day 1	ACT Plus Writing	English	1	X		X			
		Mathematics	1		X		X		
		Reading	1	X	X				
		Science	1				X	X	
		Writing	1	X		X			
Day 2	WorkKeys	Reading for Information	1	X	X				
		Applied Mathematics	2				X		
	Michigan Developed	Mathematics					X		
Days 2 to 7	Michigan Developed	Science	1					X	
		Social Studies	2	X		X			X

ACT-Approved vs. State-Allowed Accommodations on the ACT

ACT is committed to ensuring that official ACT scores reported to colleges and other entities from MME testing are comparable to scores earned through other forms of ACT testing involving the application of ACT's test accommodations policies.

Therefore, effective with Spring 2007 implementation of the MME, ACT will support the following two forms of accommodations on the ACT when it is administered as Day 1 of the MME:

- 1) **ACT-approved accommodations** that result in ACT scores that are fully reportable to colleges, scholarships, and other entities *in addition to* being used for MME purposes. Only students with professionally diagnosed and documented disabilities who receive accommodations in school should apply for ACT-approved accommodations.
- 2) **"State-allowed" accommodations** that result in ACT scores for MME purposes only. English language learners who do not have a disability but receive accommodations in school should request state-allowed accommodations.

Requesting Accommodations on the ACT

In general, all accommodations on the ACT must be requested and reviewed by ACT. However, there are limited exceptions. For example, because testing will normally occur at the local school rather than a separate test center, some arrangements do **not** require review or prior approval from ACT (e.g., placement at the front of the room). Such arrangements are noted on the attached accommodations summary table as **not** requiring ACT review or approval if no other accommodations are requested.

All accommodated testing must be administered within a designated two-week window beginning on the initial test date for that component of the MME and ending on the makeup date for that component. All testing staff must meet ACT's requirements. If testing occurs outside the authorized window, or with procedures that conflict with ACT directions, or under the supervision of testing staff who do not meet ACT's requirements, the answer documents will not be scored.

All schools must appoint a Test Accommodations Coordinator (TAC) who will submit requests for accommodations to ACT. The TAC will have access to two different request forms specifically designed for the MME administration of the ACT:

- 1) ***ACT-Approved Accommodations*** – A customized request form will be used to request ACT approval of accommodations on the MME for students who meet ACT eligibility requirements.
- 2) ***State-Allowed Accommodations*** – This other form will be used to request test materials for students who will test with "state-allowed" accommodations. These students will be those who do not meet ACT's eligibility requirements (e.g., English language learners with no disabilities) or whose requests for ACT approval have been denied.

ACT Review of Accommodations Requests

ACT will review requests for ACT approval by applying the Americans with Disabilities (ADA) standards that are used for all such requests. Not every request for an accommodation listed on the attached accommodations summary table as available will be approved. Approval is dependent on submission of all required documentation by the stipulated deadline and review by ACT. It is possible for ACT to approve an accommodation for one student, while the same accommodation may be denied for a different student. ACT's decision whether to approve the requested accommodations under the ADA will determine whether resulting ACT scores can be reported to colleges *in addition to* being used for MME purposes.

Students who do not meet ACT eligibility requirements (e.g., English language learners with no disabilities) or whose requested accommodations are denied by ACT may apply to take the ACT with the denied accommodations under the "state allowed" accommodations option, **or** they may test under standard conditions. NOTE: Students must apply for the "state-allowed" accommodations so that ACT can ship the correct ACT test materials – which are *different* from those used by examinees testing with ACT-approved accommodations.

ACT scores resulting from testing with "state-allowed" accommodations will **not** be college reportable. Thus, some students will achieve ACT scores that are college reportable because their accommodations have been approved by ACT, while others using the same accommodations will achieve ACT scores that are *not* college reportable because their use of those accommodations was not approved by ACT.

Local Decision for Accommodations on WorkKeys and Michigan Components

There is **no** separate request form for accommodations on WorkKeys or the Michigan components of the MME. ACT's approval of accommodations applies to

the administration of the ACT Plus Writing **only**. School personnel are advised to use ACT's approval as a guideline for ordering alternate formats (e.g., audio versions, large print) of the WorkKeys tests and Michigan components of the MME. Because there is no issue of reporting scores to colleges, schools may provide accommodations on the WorkKeys and Michigan components of the MME consistent with the accommodations listed in the "Michigan Components" columns of the attached accommodations summary table, even if the student tests without those accommodations on the ACT.

The OEAA has been working with ACT on finalizing Michigan's customized assessment accommodation applications that must be used when applying for approval of assessment accommodations for the ACT that will result in a college reportable ACT score. There also is a Michigan customized form to submit what "State Allowed" assessment accommodations will be used. ACT scores that use assessment accommodations that result in an MME score do not qualify for college reportable scores. However, there are a few exceptions for assessment accommodations that

The Assist Newsletter

Up-to-date information related to state assessment for students with disabilities (MEAP and MI-Access) can be found in *The Assist* newsletter. All of the issues of *The Assist* can be downloaded from either the MI-Access Web page at www.mi.gov/mi-access or the MI-Access Information Center at www.mi-access.info.

OEAA Listservs

The OEAA Assessment for Students with Disabilities Program (ASWD) has received numerous requests from people to add their name to the District MI-Access Coordinators Listserv. Since this Listserv is reserved for District MI-Access Coordinators it has not been able to accommodate these requests. Now it is possible to join one or more Listserv. Please share this information with your colleagues, parents and community members who are interested in receiving information related to state assessment and accountability in Michigan. The following describes the Office of Educational Assessment and Accountability's (OEAA) lists that are currently available to join and those lists that will be available soon.

Thank you for sharing this information. I hope these new Listservs will be helpful to everyone who is interested and may have responsibilities related to one or more of the four program in the OEAA.

Sign Up for the OEAA LISTSERV

The Office of Educational Assessment and Accountability (OEAA) has recently established more than one LISTSERV to communicate information and announcements with administrators, teachers, parents, and community members –

virtually any interested party who would like to receive news and information about the four OEAA programs. They are free and open to the public.

When you join any of the special interest lists below, you will automatically be included in the MDE-OEAA list. The MDE-OEAA list will be used to send messages of interest to members of all the special interest lists described below. However, if you are not interested in any of the lists below, you may join just the MDE-OEAA list. But remember, you will miss information that is sent only to members of the special interest lists. (MDE-OEAA Listserv COMING SOON)

SPECIAL INTEREST LISTS

MDE-ACCOUNTABILITY - available for individuals with an interest in Education YES! and Adequate Yearly Progress (AYP) issues COMING SOON

MDE-ASWD - is available for all individuals with an interest in state assessment for students with disabilities. (AVAILABLE NOW)

MDE-ASSESSING ELL – available for all individuals with an interest in the assessment of students who are English language learners. (COMING SOON)

MDE-MEAP - is available for all individuals in the Michigan Educational Assessment Program. (AVAILABLE NOW)

How Do I Join a LISTSERV?

To join a LISTSERV, send an email message to listserv@listserv.michigan.gov.

In the body of the e-mail message, type Subscribe "NAME OF LIST" (minus the quote marks) followed by your name (optional). Leave the subject line of your email blank.

Example: type the following in the e-mail message if you wish to join Assessing Students with Disabilities Listserv (MDE-ASWD). Subscribe MDE-ASWD Jane Doe

Continuous Improvement & Monitoring System (CIMS)

Contact: Christine Clinton-Cali 517-373-7169 or
Clinton-Calic@michigan.gov
Diamond, Sheryl (Interim Coordinator as of 8/13/06) at 517-335-0442
or DiamondS@michigan.gov

Service Provider Self-Review (SPSR)

The first cohort consisting of one third of Local Education Agency (LEA) and Public School Academy (PSA) in the state of Michigan completed the Part B SPSR during the 2005-2006 school year. SPSR activities required each of these districts to gather information through Educational Benefit Reviews, Student Record Reviews, Individualized Education Program (IEP) Implementation Reviews and surveys. The information was then utilized by the SPSR team to rate their district's performance

on Key Performance Indicators, develop related improvement plans and complete student level corrective actions.

The chart below summarizes the districts rating of their performance on the twelve Key Performance Indicators.

Numbers represent the number of districts for each rating.

	Key Performance Indicator	Strength	Meets Requirement	Needs Improvement	Non-Compliant
1.	Child Find	25	55	17	3
2.	Positive Behavior Support	6	34	55	5
3.	Student Assistance Teams	17	32	45	6
4.	Family Participation	28	51	18	3
5.	IEP Development, Implementation and Timelines	35	31	15	19
6.	Curriculum	16	45	33	6
7.	Least Restrictive Environment	25	44	23	8
8.	Participation in State Assessments	23	48	26	3
9.	Preparation and Planning for Adult Life	9	49	34	8
10.	Instructional Practices	4	35	58	3
11.	Highly Qualified Personnel	63	34	2	1
12.	Data Use	22	52	25	1

Development of the Service Provider Self Review for Part C Service Areas has been completed and will be implemented in one third of the *Early On®* Service Areas during the 2006-2007 school year.

Focused Monitoring 2005-2006

Selection of sites for part B Focused Monitoring for 2005-2006 were based on data related to the priorities of: 1) Rate of identification for special education programs and services; 2) Placement in least restrictive environments; and 3) Special Education drop out rate.

A total of eight LEA's and PSA's participated in Focused Monitoring during the 2005-2006 School Year. These districts will be involved in improvement activities during the 2006-2007 school year.

Part C Service Areas were selected based upon the priority areas of 1) rate of identification; 2) early intervention services in natural environments; and 3) transition planning. Two *Early On* Service areas were involved in focused monitoring during the 2005-2006 school year. These Service Areas will be involved in improvement activities during the 2006-2007 school year.

The priority areas for the selection of B districts for the 2006-2007 school year will consist of the three priority areas used for 2005-2006 and an additional variable of disproportionate identification and representation in specific disability categories. Part C Service Area priorities remain the same as 2005-2006.

Complaints – Calendar Year 2005

Contact: Jim Paris at (517) 335-0474 or ParisJim@michigan.gov

Trends

1. IEP implementation continued to be the most frequent complaint issue in 2005-2006. However, a significant number of complaints were filed regarding manifestation determination and notice provisions.
2. Federal Regulations: Policy and Compliance Unit (P & C) thoroughly reviewed IDEA 2004 and the proposed federal regulations. P & C assisted in development of the OSE/EIS response to the United States Department of Education regarding the proposed regulations. While awaiting final promulgation of the federal regulations, P & C has been identifying the implications of the federal statute/proposed regulations and has begun to draft proposed changes necessary to state rules.
3. The P & C initiated efforts to increase awareness of and encouraged greater use of mediation/dispute resolution services available by the Michigan Special Education Mediation Program.
4. The P & C provided training for ISD compliance monitors.
5. Technical Assistance (TA): The OSE/EIS toll-free TA line received a significant increase in calls regarding questions and concerns about the new state curriculum standards. TA calls about other special education topics remained about the same as last year.
6. The P & C unit formed a Committee to review complaint investigation procedures. This committee will continue to meet throughout the coming months to discuss revisions to the current procedures.
7. The P & C unit put forth a great amount of time and energy in revision of IEP Manual. This will be re-visited when the final federal regulations are issued.
8. Complaint and due process hearing model forms were developed and placed on the OSE/EIS website.

Complaint Data

	2005	2004	2003	2002
Special Education Complaints	227	251	272	233

Complaint Initiatives

1. The OSE/EIS will continue to revise the internal and external complaint procedures in light of the changes in the IDEA 2004.
2. The complaint database has been completed. Adjustments are being made as needed, to provide optimal benefit to the Compliance unit and to assist in Federal reporting requirements.

Early Intervention Services/Early On® Michigan

Contact: Vanessa Winborne at 517-335-4865 or at WinbornEV@michigan.gov

Early On has settled into the Office of Early Childhood Education and Family Services under the direction of Dr. Lindy Buch. It has been a very busy year. The USDOE, Office of Special Education Programs, in response to the 2004 Reauthorization of the Individuals with Disabilities Education Act, released the State Performance Plan requirements for Part C. The SPP for Part C included 14 indicators. Michigan must report its performance and improvement activities for each of the indicators as well as the performance of each intermediate school district in the state. New major initiatives include the child and family outcomes. The complete SPP can be found on the MDE website for detailed information.

Since last summer the *Early On* Redesign process has progressed and embarked upon additional steps of the process. Late summer and early fall the Results Teams met and defined the desired results for the system. National speakers such as Kathy Hebbler, Carl Dunst, and Gloria Harbin came to Michigan and spoke to the Results Teams about child and family outcomes. There has also been a great deal of work done on defining the eligible population and defining the current and potential funding pool. The next major steps include developing a purchase plan and creating a strategic plan and budget.

The Continuous Improvement Monitoring System for *Early On* progressed and the Part C Service Provider Self Review has been developed for fall implementation. Key Performance Indicators and various surveys have been developed by staff under Chris Clinton-Cali's leadership. Training for local SPSR teams have been planned for October.

The Early Childhood Standards of Quality for Infants and Toddlers has finally resulted in a solid draft document. Completion of these standards provides the State with standards for birth to age five. The next phase includes public comment and approval by the Michigan State Board of Education (SBE).

Funding/Grants

Contact: Federal Program:
Linda Domine at (517) 373-6309 or at DomineL@michigan.gov

State Program:
Dianne Easterling at (517) 241-4517 or at EasterlingD@michigan.gov

Michigan Electronic Grants System (MEGS)

The MEGS is a MDE initiative that the OSE/EIS has been involved in since July 2000. Its use has made grant application submission and reporting more efficient.

The Federal IDEA 2005 grants project period ended June 30, 2006. Final Narrative Reports are due 30 days after - **July 30, 2006** for Special Education Flowthrough (source 050450 red grant) and Preschool Flowthrough (source 050460 red grant); Enhancing Opportunities for Students with Disabilities (EOSD) (source 060480 blue grant); and Transition Services (source 060490 blue grant).

MEGS Help

If you have trouble navigating in MEGS or receive error messages that cannot be fixed, please call the HELP Desk at 1-800-820-1890 for any of your Special Education grants.

Interim Federal Expenditure Report (IFER)

Districts need to complete an IFER1 for the 0506 blue grant for Special Education Flowthrough and Preschool Flowthrough. If a district had unspent funds on the 0405 red grants, you will need to complete an IFER2. The IFER1 is used to enter the first 12 months expenditures and the IFER2 is used to enter the second 12 months expenditures for a 24-month grant. If a district spends all of its funds the first 12 months, the ISD will only need to complete the IFER1. An IFER2 is not necessary in the second year if an award balance is -0-.

Districts complete the Final Cost Reports (DS-4044s) through MEGS, which will result in greater efficiency. The DS-4044s are due August 29, 2006. The IFER1 and IFER2 will add together to create your DS-4044.

Fiscal Year 2006-2007 IDEA 2004, Part B Allocations

Final allocations for the IDEA 2004, Part B Special Education Flowthrough, Preschool Flowthrough, EOSD, and Transition Services, are being reviewed and approved by the MDE Superintendent. Until the Superintendent approves this item, the final allocations cannot be released.

Part B, Special Education Flowthrough (Section 611)

The fiscal year 2006-2007 calculations indicate that the decrease across ISDs averages .25% or less for Part B, Special Education Flowthrough. Some

districts will realize a larger or smaller percentage since the allocation is multi-factored. As required under IDEA 2004, the formula is calculated using three elements: (1) special education population base (hold-harmless on December 1, 1998 student count); (2) total student population (all students K-12 in public and non-public schools); and (3) poverty index (computed using federal free lunch program).

Permissive Use of Funds

Beginning in the fiscal year 2005-2006, the IDEA 2004 and current federal regulations will allow districts five options for completing federal grant applications under Permissive Use of Funds. Local districts, public school academies, and intermediate school districts that operate special education programs or provide services may apply to use their allocated Part B, Special Education Flowthrough dollars under one or more than one of these options for the fiscal year 2006-2007 year. The application form and the description of each of the options can be found in MEGS

Preschool Special Education/Part B, Section 619

Contact: Stefanie Kujaczynski Ed. D. at 517-241-6354 or
kujaczynskis@michigan.gov

Michigan now has a consultant dedicated to the field support of Preschool Special Education/619. Stefanie Kujaczynski joined the Office of Early Childhood Education and Family Services. Dr. Kujaczynski's background includes 11 years of teaching for Clark County Schools in Las Vegas, Nevada and 1 year of college faculty at Marygrove College in Detroit. Her professional preparation has been in the area of elementary education, early childhood, and early childhood special education.

The focus on results by OSEP has increased the need for additional support to the field. The State Performance Plan for Part B and Part C include the same early childhood outcomes: 1) the ability of each child to acquire skills and knowledge; 2) the ability of each child to meet his or her needs; and 3) the ability of each child to develop social-emotional relationships. This new federal mandate has resulted in the need to report information on how Michigan's children, birth to five are progressing in these areas. This indicator has been the focus of much work as it requires collecting and reporting new types of data for this population of children. Data collection on preschool outcomes will begin in the fall on 2006 and will be introduced with an Assessment Fair at the MAASE Summer Institute as well as an overview session on the indicator.

Other areas of emphasis for preschool aged children will include Child Find data, transition from Part C to Part B, least restrictive environment, and family outcomes. All items are requirements of the State Performance Plan and will be reported on beginning with the 2007 APR.

Enhancing Opportunities for Students with Disabilities (EOSD) Grant

The fiscal year 2006-2007 EOSD awards remain the same as the fiscal year 2005-2006.

State School Aid Update

Contact: Dianne Easterling at (517) 241-4517 or at
EasterlingD@michigan.gov

The State School Aid Act appropriates funding to the state's 552 LEAs, 216 PSAs and 57 ISDs for operations and certain categorical programs. It also appropriates funds to the Center for Educational Performance Information (CEPI), the Department of Labor and Economic Growth (DLEG), and other entities to implement grants and programs related to K-12 education.

The School Aid Bill for 2006-07, SB 1095 (CR-1 Conference Report) was reported out of Conference Committee on July 12, 2006. As of July 20, the Conference Report has to be passed by both the full House and the full Senate. It is anticipated that this will take place on July 26, 2006. After passage by both the House and Senate, the bill will be presented to the Governor for her signature and/or vetoes.

Items of interest in the Conference Report include:

1. The basic foundation allowance for 2006-07 is \$7,085. This is a \$210 per pupil increase over 2005-06. There is also an equity payment of up to \$23 per pupil for districts whose 2005-06 foundation allowances were below \$7,150.
2. The Conference Report eliminated any changes to developmental kindergarten which now will continue funding children in D-K programs in 2006-07 the same as they are currently being funded.
3. The fall pupil membership count day has been changed from the fourth Wednesday in September, to the fourth Wednesday after Labor Day.
4. The Conference Report will allow districts to count in membership pupils who are suspended on the count day, but return to school within 45 days of the count day.
5. The Conference Report includes new language stating that for a district to receive their discretionary payments (Section 22b); the district must comply with the Michigan Merit Curriculum and the School Safety requirements.
6. The Conference Report allows for teachers and paraprofessionals in school readiness programs to retain employment without certain credentials if either the applicant demonstrates reasonable efforts to comply and provides a four-year compliance plan from the date of employment or has 90 credit hours and at least four years' experience in a qualified preschool program (Sections 32I and 37). The School Readiness per pupil allocation remains at \$3,300 per pupil, but funding has increased under Section 32d by \$6 million to \$78.8 million for 2006-07.
7. The Conference Report continues the provision specifying that funds that would lapse at book closing under Special Education will be reallocated to

districts and ISDs whose reimbursement would otherwise be affected under subsection (7)(b). This is Section 51a (7) and are payments to ISDs involved with the itinerant staff transfers.

8. The Conference Report reduced the number of hours of teacher professional development that could be counted as pupil instructional hours from 51 to 38.
9. The Conference Report included in Sections 105 and 105c new language that will require a district that enrolls a nonresident pupil under these sections and counts that pupil in membership to continue to enroll that pupil regardless of that pupil having been suspended or expelled from another district prior to the pupil being enrolled in the new district.
10. ISD general operations funding (Section 81) will be increased by 3.1% to \$80.1 million under the Conference Report

Please be reminded that the above changes for 2006-07 should not be considered final until the Governor signs the State School Aid Act. The Conference Committee can still make changes prior to final approval by both the House and Senate and the Governor can still veto certain sections. At this point, there is no date for presentation of the bill to the Governor.

Transition Grant

The MDE-OSE/EIS' priority for transition during 2006-2007 is directed toward the development of effective systems to achieve post-school outcomes for students with disabilities. As identified by the OSE/EIS, **Preparation and Planning for Post-school Life** is a key performance indicator of *effective systems that support students to achieve post-school outcomes such as advanced education, job training, or employment. The system contains measurable student-focused planning, student development activities and community involvement.*

To receive the allocated transition coordinator and transition services dollars, applicants must submit, and have approved, an implementation plan that emphasizes improvement of evaluation and practices in meeting post-school outcomes for students with disabilities. With emphasis on outcomes-based decision making, ISD's must address the four principles of the transition key performance indicator. Principles #1 and #2 include data collection requirements connected to State Performance Plan Indicators #13 and #14.

Principle #1: Effective systems prepare students for post-school outcomes such as advanced education, job training or employment.

State Performance Plan (SPP) Indicator #14 – *Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))*

Principle #2: Effective systems contain student focused planning that assures that students and all IEP Team participants are engaged in a

process that results in individualized student plans focused on the student's post-school vision.

State Performance Plan (SPP) Indicator #13 – *Secondary Transition Services: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. (20 U.S.C. 1416(a)(3)(B))*

Principle #3: Effective systems provide a preplanned course of study that provides diverse and flexible opportunities that are inclusive of academic preparation and/or functional skill development that results in the attainment of post-school goals.

Principle #4: Effective systems identify and establish community connections that build student, family, and staff capacity to access and utilize needed resources.

Intermediate School District Plans

Contact: Roxanne Balfour at (517) 335-0468 or at BalfourR@michigan.gov

Since June 2002 our office has received new plans from forty-nine ISDs. New plans, modifications and clarifications submissions are on-going throughout the year. To submit a modification/clarification to a current ISD plan, use the form and process found at:

http://www.michigan.gov/mde/0,1607,7-140-6530_6598_36168---,00.html

The Intermediate School District Plan Criteria for the Delivery of Special Education Programs and Services went out for public comment and hearing in June for minor changes. Comments were accepted through June 30th. Once this document is finalized, it will replace the current criteria document on the MDE web site.

Michigan Compliance Information System (MICIS)

Contact: Allan Knapp at (517) 485-8181 or at akzoom@aol.com

Five December Special Education and *Early On*® data collections have been done with the MICIS Periodic Count process, as well as five June *Early On*® data collections. The December 2005 collection introduced a new file format, changing to the Single Record Student Database (SRSD) layout. This allowed an expansion of the Special Education December Count Data Portraits to include information on grade, student residency, and identification of resident districts for the students in attendance at the chosen district. New outputs were created, including the capability to download the submitted data file to one's own computer, allowing construction of personalized reports and analysis work. A new data presentation package (EdCharts) was introduced, showing trend charts for the data values from the five point-in-time Data Portrait collections. In December 2006, personnel data

will be collected through the Registry of Education Personnel (REP), and exited student data will be collected through the SRSD. Thus, the OSE/EIS collection in December will consist of Special Education active students and the Early On EETRK Sneakernet file.

Districts continue to migrate to MICIS as daily Student Database users. The process was made easier by the importing of new data fields from the December submission for those districts who are not daily users. The additional fields allow districts to receive a small amount of training and begin to enter their records directly into MICIS. Several new modules for daily users are in the final stages of testing, including the Early On migration process from EETRK and new Referral screens that provide a system of referral reporting and capture of fields necessary for State Performance Plan (SPP) indicators.

The new electronic IEP module is compliant with IDEA 2004 regulations. Districts from Oakland and Dickinson-Iron are developing live IEPs. The system is being tested and training plans and materials will soon be finalized. Pioneer districts are established for fall and will use the process to decide the appropriate/desired functions for their district, to train on the software, and to prepare in-house IEP support. We expect each district will be mature MICIS daily system users, will rely on Interagency Information Systems (IIS) for MICIS support and will also have in-house staff to provide assistance on how the IEP should be run in their district. Once the pioneer process is complete, we will schedule additional districts that desire to use this new MICIS component.

Additional outputs are planned in the next year to support Continuous Improvement Monitoring System efforts for Focused monitoring, SPP and Self Review indicators. The web-based modules within MICIS that will capture information for three Dispute Resolution processes have been designed and are awaiting final review.

Michigan Medicaid School Based Services (SBS) Program

Contact: Jane Reagan at (517) 335-2250 or at ReaganJ@michigan.gov

Overview

During fiscal year 2005 (October 2004 through September 2005) Medicaid reimbursement to Michigan ISDs around the State totaled \$70.7M. The fee-for-service total was \$58.6M and the Administrative Outreach component reimbursement was \$12.1M.

The Michigan Department of Community Health (MDCH), where the Medicaid Program is housed, works closely with the Department of Education and ISDs to maintain an effective program. Below find some highlights of the SBS program since July 2005.

Fee-For-Service (FFS) Program

Contact: Linda Sowle at Michigan Dept. of Community Health
(517) 241-8398 or at SowleL@michigan.gov

The Michigan Medicaid Program's FFS component has seen a lot of activity in the past few years. Some highlights:

- The documentation requirements for special education transportation, published in September 2003, have proven to be difficult for many districts, but are required. Many ISDs are no longer submitting claims for transportation because they are unable to meet the documentation requirements, using a "bus trip log" or something similar. Statewide, reimbursement for transportation is down over 40% since 2003.
- With assistance of Medicaid staff at the MDCH, more ISDs have decided to forego utilizing a billing company to process their FFS claims and, thus far, all seem to be pleased with that decision. The MDCH staff holds "Billing Information" sessions also to assist the ISDs and billing agents with information and education regarding Medicaid billing practices and changes.
- In 2004 the federal Centers for Medicare and Medicaid Services (CMS) mandated that Michigan Medicaid's SBS program develop a new reimbursement methodology for the SBS program. They laid out specific criteria that must be met: the new rates must be cost-based, provider specific, and annually reconciled. The MDCH contracted with a vendor—the PCG Company—to assist in this process, part of the cost of this contract was shared by the ISDs.
- To meet the CMS mandate, Michigan formed a "rate setting workgroup" in early 2005, consisting of representatives from MDCH, MDE, CMS and ten ISDs to work closely with the contractor on this project. During the past year the workgroup met almost monthly to gather information from ISDs and local districts to analyze already-existing data that could be used. There have been informal discussions with the CMS on the progress thus far, but the formal submission of a Medicaid State Plan Amendment has not occurred yet. It appears that no changes will occur during the forthcoming fiscal years—the schools', that began July 1st, and the State of Michigan's, that begins October 1st. The goal of this project is to design a process for obtaining reimbursement that minimizes the administrative burden on special education and business staff at the ISD and local levels, while meeting the federal CMS criteria.

Administrative Outreach Program

Contact: Penny Dipple at Michigan Dept. of Community Health
(517) 241-5159 or at DippleP@michigan.gov

- The first year of the new Administrative Outreach Program was completed on December 31, 2004 and the federal CMS has begun comparing the data from calendar year 2004 with that of the Administrative Outreach claims submitted between January 2000 to December 2003, (as provided for in the May 2002 Settlement Agreement between CMS and the State of Michigan). The CMS has not provided information about their timetable

nor what they will do with the information they are gathering, but we know it is a part of what they call the “backcasting” process. We do know there will not be a report available before fall of 2006.

Federal Budget Implications for Medicaid SBS

The President's proposed 2007 federal budget, released in February 2006, calls for significant cuts nationwide in the Medicaid School Based Services Program. It would eliminate reimbursement for transportation and the Administrative Outreach program, and decrease that for case management services. If the cuts are adopted as proposed, it is estimated that **\$29M would be lost to Michigan per yr (\$17M to ISDs).**

Other

The Fee For Service Rate Setting Work Group and Administrative Outreach Advisory Group – Each meet for approximately two hours (one in the morning, one in the afternoon) in Lansing at the Capitol Commons Complex at 400 South Pine Street, on Tuesdays. The MDCH home page is here: www.michigan.gov/mdch and under Medicaid, click on “Providers”. For specific SBS concerns, comments or proposed agenda items, please submit these items to: SchoolBasedServices@michigan.gov.

Michigan School for the Blind/Low Incidence Outreach (MSB/LIO) **Programs & Services**

Contact: Kathy Brown at (810) 257-1421 or BrownK3@michigan.gov

MSB/LIO provides programs and services to support children with visual impairments and children who are deaf or hard of hearing, their families and school personnel. Program components include:

- Signed Communication Proficiency Interviews
- Interpreter Project
- Regional Assistive Technology Workshops
- Regional Braille Classes
- Large Print & Braille production
- Book Research (alternate format educational materials)
- Federal Quota Program
- Collaborative work with Office of Educational Assessment and Accountability (OEAA)
- Resource library (items can be borrowed)
- Junior Sports Camp (co-hosted with Western Michigan University)
- Program Improvement Process - Programs for students with visual impairment (VI)
- Visually Impaired Helpline
- Consultation around specific student needs (assessment and programming)
- Website

More information about this project can be found on the website at:
<http://www.cenmi.org/msdb-lio>

Michigan School for the Deaf Programs and Services

Contact: Rebecca Calaman at (810) 257-1486 or at CalamanR@michigan.gov

Placement at the Michigan School for the Deaf (MSD) is determined on a student-by-student basis through the IEPT process involving local school district personnel and the child's parents. For each child with a disability, there must exist a continuum of placement options from which the local school superintendent makes the most appropriate placement recommendation. The MSD is one option in the provision of services for students who are deaf or hard of hearing. Students who attend the MSD receive a unique combination of services resulting from complex educational planning involving the interaction of many social, emotional, and behavioral intervention strategies, intense exposure to two languages (American Sign Language and English), in addition to academic and residential support services. The range, intensity, and the scope of services available at MSD are provided for any student with a hearing impairment in Michigan as determined by the IEPT.

The primary goal of the MSD program is to provide educational programs and services for students who are deaf or hard of hearing: (1) whose educational needs, in the least restrictive environment, are best met by placement at the MSD; (2) whose school district has elected to send the student to MSD because the parents or the IEPT have identified MSD as having the most beneficial educational program; (3) for whom the specific language and communication demands as identified under the IDEA 2004 are best met by MSD's specific Communication Policy and dual language approach, which encompasses the entire campus and includes ambient communication; and (4) who will benefit from proximity to other students and adults who are deaf as role models which will help them realize their full academic, functional and social potential.

The following programs are currently being offered:

- Preprimary Program
- Primary Program
- Upper Elementary Program
- Middle School Program
- High School Program
- Mental Health Services
- Independent Living
- Residential Program
- Extracurricular Program
(MHSAA sanctioned sports)
- Support Services
- Transition Services
- Evaluations

Personnel Approvals

Contact Roxanne Balfour at (517) 373-0926 or at BalfourR@michigan.gov

The following is a summary of the special education approvals that were processed for 2005-2006 school year.

Approval Counts for 2005 - 2006

Program Name	Temporary	Cont Temporary	Full	Total
Mild Cognitive Impairment	36	46	0	82
Moderate Cognitive Impairment	13	19	0	32
Severe Cognitive Impairment	10	5	0	15
Emotional Impairment	49	76	0	125
Learning Disabilities	119	129	0	248
Physical and Other Health Impairment	2	5	0	7
Severe Multiple Impairment	1	4	0	5
Early Childhood Special Education	33	41	13	87
Autism	77	90	0	167
Resource Room	164	190	0	354
Phys Ed for Students with Disabilities	2	1	0	3
Director of Special Education	23	8	13	44
Supervisor of Special Education	51	35	35	121
Teacher Consultant: AI	0	0	11	11
Teacher Consultant: CI	0	0	49	49
Teacher Consultant: EI	0	0	58	58
Teacher Consultant: LD	0	0	73	73
Teacher Consultant: HI	0	0	12	12
Teacher Consultant: VI	0	0	7	7
Teacher Consultant: POHI	0	0	4	4
School Social Work	109	31	107	247
Total Approvals	689	680	382	1751
Early Childhood Special Ed. Permits				8

There are still 48 special education teacher approvals as of July 6, 2006, that are not reflected in this count pending payment. All counts will be finalized by September 1, 2006.

Transition Coordinator procedures went out for public comment and hearing in June, the final date for comment was June 30th. Once these procedures are finalized this will be available through the approvals online submissions process.

State Improvement Grant (SIG)

Contact: David Smith at (517) 373-7930 or at SmithDL@michigan.gov

The OSE/EIS has passed the half-way mark on this three-year grant that focuses on middle schools that did not make Adequate Yearly Progress (AYP) for their Special Education Subgroup in the areas of Mathematics and English Language Arts. Program design and facilitation in each area has been done through collaboration between experienced General and Special Education stakeholders and in partnership with participating middle schools.

Root Cause Mapping™

These forums use “disciplined dialogue” and sophisticated software to engage diverse stakeholders and build consensus around a plan of action to address complex system issues. They have been used with high priority middle schools to identify and address factors that impede performance of Students with Disabilities in Mathematics/English Language Arts. Root Cause Mapping has also been used to facilitate communication and alignment among educational units at the state level.

Mathematics AYP Study Group

Math AYP processes and products have been developed and field tested for two years. While the focus for this initiative has been middle schools that did not make AYP in Mathematics because of the performance of their Special Education Subgroup, field testing suggests that the emerging approaches, which combine General Education content expertise and Special Education instructional strategies, can benefit all learners.

A scale-up model was tested in the Spring of 2006 in collaboration with three ISDs that hosted teams from a total of 31 schools in their service areas. Teams included both Special and General Education teachers. A training of trainers model was also tested with three other ISDs and two school districts. Math AYP products are being refined this summer based on these learning experiences. Plans for 2006-07 scale-up are being formulated.

English Language Arts AYP Study Group

The ELA AYP initiative emerges from a 2005 Root Cause Mapping activity among two dozen stakeholders representing MDE, ISD, LEA, higher ed, and professional association perspectives. The triggering question for the process was: “What are the factors that inhibit the attainment of English Language Arts proficiency among Michigan’s middle schools that have students with disabilities?” The resulting map and “consensus action items” have informed the development of a toolkit that provides a collaborative, self-analytic, self-reflective, self-diagnostic process for middle school that did not make AYP for the Students with Disabilities Subgroup. The toolkit, which will be available in the Fall of 2006, offers practical, self-directed strategies to respond to gaps identified in its diagnostic profile.

In June 2006 a week-long “strategy writing” session was held to develop additional processes and products anchored in the 2005 Root Cause Map and Consensus Action Items. Two-person teams (one Special Educator and one General Educator) from middle schools on the AYP list are being invited to attend a three-day training of trainers session, August 7-9. These trainers will receive program materials to implement three professional development sessions for ELA colleagues at their school and will be asked to provide results data from their collective efforts.

Michigan IDEA Partnership Phase II: *Reach and Teach for Learning*

Contact: Fran Loose at (517) 241-4414 or at LooseF@michigan.gov

The purpose of *Reach and Teach for Learning 2006* is to improve learning results for middle and high school students who are hard for us to reach and/or hard for us to teach.

The *Reach and Teach for Learning* core sponsors include:

- The American Federation of Teachers - Michigan
- The Michigan Association of Administrators of Special Education
- The Michigan Association of Secondary School Principals
- The Michigan Department of Education
 - The Office of Special Education and Early Intervention Services
 - The Office of School Improvement
- The Michigan Education Association
- The Michigan Elementary and Middle School Principals Association
- The National Association of State Directors of Special Education, through an IDEA Partnership grant to the Michigan Department of Education

The core work session for the *Reach and Teach for Learning* building teams began on July 12 and 13, 2006. Throughout the next year, participating teams from 17 schools will focus on students of greatest concern in their respective buildings, and will be provided with support and opportunities to build knowledge and skills to reach those students who have been hard for their faculty and staff to reach and/or hard to teach. The work will be structured around Michigan's School Improvement Framework strands. Key resources will be offered at the web page www.cenmi.org/ideapartner.

Statewide IDEA 2004 Mandated or Authorized Activities/Projects

Each year the federal allocation to Michigan includes state set-aside administrative funds for mandated and authorized activities to meet requirements of the Individuals with Disabilities Education Act. These activities are determined by personnel needs in the state (example: the Autism initiative), by monitoring and compliance findings (example: secondary transition services), by systemic obligations and considerations of economy of scale (example: alternate assessment; MICIS), and as a result of new requirements from the United States Department of Education (example: Continuous Improvement and Monitoring System). The following is a summary of these activities.

Autism Collaborative Endorsement (ACE)

Contact: Joanne Winkelman at (517) 373-1696 or at WinkelmanJ@michigan.gov

Six state universities (Central Michigan University, Eastern Michigan University, Grand Valley State University, Northern Michigan University, Oakland University, and Wayne State University) joined together in January 2002 to form the ACE, an Internet-based program for special education

teachers seeking a second endorsement in autism. To date approximately 75 teachers have received their ACE endorsement.

The ACE only requires one application and allows students to register for courses on-line. This program enables students to take courses from a variety of institutions without having to travel or apply to each school separately. Completion of the practicum is arranged through their home university. For more information, visit the ACE web site at www.ace.coe.wayne.edu

Center for Educational Networking (CEN)

Contact: Holly Sasso at (800) 593-9146 #6 or hsasso@eaton.k12.mi.us
Web: www.cenmi.org

The Center for Educational Networking (CEN) is an IDEA 2004 Mandated Activities Project (MAP) designed to function as a statewide education information network. CEN offers services that range from print and electronic production to Web site and database solutions, from editing and design to technical services. Various special education stakeholders use CEN's products and services. These stakeholders include individuals with disabilities, families, educators, community service providers, other MAPs, and the Michigan Department of Education, Office of Special Education and Early Intervention Services. Specific services include: producing and disseminating products and publications such as *Leading Change* and *FOCUS on Results*, supporting networking among special education stakeholders, facilitating event coordination and evaluation, maintaining a Web site and developing and maintaining Web sites for other MAPs and state initiatives, maintaining an archive of electronic documents, and facilitating statewide personnel development activities.

Early On® Training and Technical Assistance (EOT&TA)

Contact: Julie Banfield at (866) 334-5437 or at banfield@edzone.net
Web: <http://eotta.ccrea.org>

Clinton County RESA's *Early On®* EOT&TA serves as the foundation of the federally required Comprehensive System of Personnel Development (CSPD) in Michigan for Part C of the IDEA 2004. The EOT&TA's purpose is to provide training and technical assistance (TA) to interagency providers of early intervention services to assist them in enhancing their qualifications and in demonstrating competencies in the delivery of services. The typical process for supporting personnel includes both training and TA. Initial training is followed by a series of activities that sustain the learning; further TA is offered for incorporating and implementing the competencies learned. The sustained learning and TA are provided by TA Specialists and take place in the local service area. *Early On®* Institutes are two-day trainings held at least twice a year that include the basics of the early intervention system for personnel new to *Early On®*. The *Early On®* Conference is held annually at various locations across the state. The conference is designed to meet the needs of personnel at different stages in their careers and highlights areas

that are stressed as priorities through the Continuous Improvement Monitoring Process (CIMP).

Michigan Assistive Technology Resource (MATR)

Contact: Jeff Diedrich at (800) 274-7426 or at diedrich@edzone.net
Web: www.cenmi.org/matr

Michigan's Assistive Technology Resource (MATR) is an IDEA 2004 Mandated Activities Project awarded by the Michigan Department of Education, Office of Special Education and Early Intervention Services. MATR collaborates extensively with Michigan's five designated assistive technology regions, working with assistive technology personnel at each of the fifty-seven Intermediate School Districts as well as many of the local educational agencies (LEA's).

MATR has a comprehensive website that includes training materials, regional information, lending library inventory, and links to resources. In addition, MATR continues to offer both a software and equipment lending library. The software lending library is available to parents as well as districts while the equipment lending library is available to Michigan's Public Schools. The lending libraries allow trial use of assistive technology with students to determine effectiveness prior to purchasing.

MATR will be transitioning over the next year to a broader focus supporting Universal Design for Learning (UDL). According to IDEIA, The term 'universal design' means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies. Congress finds support is needed to improve technological resources and integrate technology, including universally designed technologies, into the lives of children with disabilities, parents of children with disabilities, school personnel, and others through curricula, services, and assistive technologies (IDEIA SEC. 650 (12)).

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

Contact: Kathryn Schallmo at (586) 228-3330 or at kschallmo@misd.net
Steve Goodman at (877) 702-8600 ext. 4027 or at sgoodman@oaisd.org
Margaret McGlinchey at (269) 385-1581 or at mmcglinchey@kresanet.org
Web: www.cenmi.org/miblsi

The mission of MiBLSi is to develop support systems and sustained implementation of a data-driven, problem-solving model in elementary schools. This is accomplished through the implementation of school wide Positive Behavior Support (PBS) and school wide reading intervention. This

Mandated Activities Project meets requirements under the IDEA 2004 for school wide Positive Behavior Supports and provides assistance in early intervening to improve student performance. Data systems used include the School Wide Information System (SWIS) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This model builds on the recommendation of the National Research Council calling for a multi-tiered model of prevention/intervention to address the needs of all students, and impacts school wide systems which include school improvement, grade level and individual response to intervention. Twenty-two elementary schools participated in the first cohort (2003-2004). A second cohort consisting of an additional thirty-one schools joined the project in February of 2005. The third cohort of 50 schools joined the project in February of 2006. Each school team collects information on behavior and reading support systems within the school, implementation measures and student outcomes in both behavior and reading. The teams use this information to evaluate program effectiveness and also to develop intervention plans.

Michigan Special Education Mediation Program

Contact: David Gruber at (517) 485-2274 or at resolve@tds.net
Web: www.cenmi.org/msemp/Default.asp

The Michigan Special Education Mediation Program (MSEMP) provides collaborative skills and services for avoiding and resolving disputes that arise from early intervention and special education activities under IDEA 2004. The MSEMP furnishes, at no cost to users, mediation services, IFSP (Individualized Family Service Plan) and IEP (Individualized Education Program) facilitation services, conflict resolution training, and education about the benefits of collaborative problem solving. The program makes available to parents, school districts, and service providers non-adversarial alternatives to the hearing and complaint processes. Dispute Resolution Education Resources, Inc., a Lansing-based nonprofit organization, administers the program for the Office of Special Education/Early Intervention Services (OSE/EIS). In the first half of FY2006, the MSEMP saw new cases increase 68 percent, facilitations 175 percent and mediations 40 percent over the same period the previous year. By the end of June 2006, new cases for the year had exceeded the total for FY2005, which to that point had been the highest in the program's history. Agreement rates for facilitation and mediation topped 80 percent. These increases are largely due to efforts by the MSEMP and the OSE/EIS to inform the community about the program's availability.

Michigan's Transition Outcomes Project (MI-TOP)

Contact: Laurie Bradley at (517) 373-2677 or at
BradleyLM@michigan.gov

The Michigan Transition Outcomes Project (MI-TOP) initiative was implemented in the fall of 2003 to assist Intermediate School Districts (ISDs) in their efforts to improve graduation and special education post-secondary outcomes. MI-TOP is committed to working with ISDs to help with change

and developing a system that identifies excellence. The MI-TOP Core Planning Team, comprised of diverse transition stakeholders, advises the Office of Special Education and Early Intervention Services in transition related initiatives.

Key MI-TOP initiatives include:

- Developing a statewide system for data-based improvement planning on IEP Requirements of the Individuals with Disabilities Education Act.
- Embedding key performance indicators of a quality transition system into the Continuous Improvement and Monitoring System.
- Collaborating with community partners including Michigan Transition Services Association, Michigan Rehabilitation Services, Michigan Commission for the Blind, MiConnections.
- Providing ongoing technical assistance and training.
- Administering *Transition Services (TS) and Transition Coordinator* grants.
- Developing and implementing a data collection, analysis and improvement planning process for ensuring 100% compliance for State Performance Plan indicator 13: *Percentage of youth with disabilities age 16 or above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.*
- Designing and piloting a data collection, analysis and improvement planning process for eventual statewide use in evaluating post-school outcomes for ensuring State Performance Plan indicator 14: *Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving school.*

For more information, visit the Michigan Transition Resources (MTR) web site at www.cenmi.org/tspmi.

Parent Training and Information

Citizens Alliance to Uphold Special Education (CAUSE)

Contact: Mary Suurmeyer at (517) 886-9167 or at marys@causeonline.org

CAUSE is Michigan's federally mandated Parent Training and Information Center. We provide a collaborative forum where consumers and providers can actively support an individualized Free Appropriate Public Education (FAPE) that enables all students to maximize their options in the world community. Our priority is to protect and advocate for the educational rights of students with disabilities. With financial support from the U.S. Office of Special Education and the Michigan Department of Education, CAUSE achieves these goals by providing free information, referral, support, advocacy, workshops, conference presentations, and trainings to parents and professionals across the state. The CAUSE team of staff and volunteer parent advocates work to empower parents and support school personnel as we seek improved educational outcomes for students. Each year, we respond to

over 30,000 phone calls, disseminate over 90,000 pieces of information, attend over 3,000 meetings involving families and schools, and provide over 100 workshops upon request.

Family Information Exchange (FIE)

Contact: Ellen Sugrue Hyman (517) 487-5426 ext. 105 or at
ellen@arcmi.org
On the web at: www.arcmi.org

FIE, a project of The Arc Michigan, is a communication and information network for *Early On* (Part C) families and parent leaders across Michigan. FIE's staff which includes parents of children with disabilities, handles information and referral calls and provides general and specific information packets on disability and related issues to families of young children. Three times a year, FIE publishes the Key Player Packet, an important statewide newsletter/resource for young families and professionals about *Early On*. FIE also supports parent members of the State Interagency Coordinating Council (SICC) by providing them with support, information and assistance. FIE maintains a database of over 6800 families and professionals.

The Parent Coalition

Contact: Ellen Sugrue Hyman (517) 487-5426 ext. 105 or at
ellen@arcmi.org
On the web at: www.arcmi.org

The Parent Coalition works to improve outcomes for students with disabilities by training parent leaders to build parent/professional partnerships in local communities for school-age children (Part B). Trainings are targeted to Intermediate School Districts (ISD) Local Interagency Coordinating Councils (LICC), Local School Community Organizations (LSCO), Parent Teacher Associations (PTA) and other community agencies. Parent leaders provide workshops on four different modules and provide informal advocacy and support to parents in their community. Training topics are: Partnerships within the Community, Positive Behavioral Supports, Parent/Professional Partnerships, and Attention Deficit Hyperactivity Disorder. Parent Leaders are located in Ottawa, Mason/Lake, Kent, Marquette, Eaton, Washtenaw, Wayne, Oakland, Tuscola, Ontonagon, Keweenaw, and Macomb. The Arc Michigan subcontracts with UCP of Metro Detroit and the Developmental Disabilities Institute at Wayne State University to implement these activities.

Project PERFORM (**P**roviding **E**ducation and **R**esources to **F**amilies and **O**thers **R**esiding in **M**ichigan)

Contact: Kay Moler, Washtenaw Intermediate School District
Toll-free: 800-552-4821
Email: kmoler@wash.k12.mi.us
Web: www.wash.k12.mi.us/perform

Project PERFORM is an IDEA 2004 Mandated Activities Project (MAP) parent and education grant, working in conjunction with other groups to provide technical assistance to Michigan families of children with disabilities from birth to age 26. Project PERFORM services include local, state, and national resources/referrals, information and one-on-one support through our toll-free telephone line, web site, or by email. Project PERFORM's resources are also available to other stakeholders including educators and community service providers. Project PERFORM offers callers networking opportunities with staff members, who are parents of children with special needs, have been through similar experiences, and are trained in listening, communication and problem solving skills. Project PERFORM offers an extensive searchable web site with links to over 2100 documents and other web sites. Project PERFORM's 21 Information Folders on disabilities and educationally related topics are available on the web site or in print. The Project PERFORM lending library can be accessed via telephone, email, or the web site.

Project Find

Contact: www.projectfindmichigan.org
www.1800earlyon.org

Public awareness, outreach, information & referral services are provided to Michigan's IDEA 2004 child find initiatives: *Early On*® (IDEA 2004 Part C) and Project Find (IDEA 2004 Part B). The statewide, toll-free referral line for *Early On*® is 1-800-EARLYON and for Project Find, it is 1-800-252-0052. Assistance is provided to ISD's and other agency partners to help publicize the benefits of early intervention and the availability of special education services. Publications are developed and distributed to ISD's for distribution locally, including the *Early On*® brochure, the Family Rights brochure, *Early On*® Family Guidebooks 1-4, and other *Early On*® and Project Find materials.

Qualitative Compliance Information Project

Contact: Lyke Thompson at (313) 577-5209 or at ad5122@wayne.edu
Charo Hulleza at (313) 577-8831 or at c.hulleza@wayne.edu

The purpose of this project is to support the on-going evaluation of Part C of IDEA 2004 in *Early On*® Michigan. The evaluation provides formative feedback to State level stakeholders regarding the progress of Part C, and provides long-term assessment of the impact of Part C on families and on the service system. This Mandated Activities Project supports the Continuous Improvement Process for Part C and provides necessary information for federal verification and monitoring.

Current activities include an annual Family Survey of approximately 5,500 families who currently receive *Early On* services and 1,300 who have recently transitioned out of *Early On*. The project is also piloting a child outcomes study in response to the State Performance Plan and the need for child-level entry and progress data. The evaluation project has been asked to pilot a child outcomes data collection process using the Infant-Toddler Developmental Assessment (IDA) in 12 *Early On* sites across the State: Calhoun, COP, Eastern UP, Eaton, Genesee, Hillsdale, Ingham, Kalamazoo, Kent, Menominee, Monroe, and Shiawassee. The 12 sites were selected from a sample of volunteer sites to represent the State's five service area peer groups (urban—2 sites, metro—2 sites, medium cities—2, small cities—4 sites, rural—2 sites), as well as the upper and lower peninsula. Baseline data is being collected in the 12 service areas using initial IDAs from a stratified random sample (by race/ethnicity) of 20 children per ISD. Also, a random selection of families in each participating area are being asked to participate in a focus group to discuss their experiences with the IDA for initial and/or follow-up assessments and to offer suggestions for improving the child outcomes data collection process.

School Improvement Mini Grants

Contact: Lamia Haddad at (517) 373-4584 or at HaddadL@michigan.gov

The purpose of this project is to improve the performance of students with disabilities in Elementary and Secondary schools that are in Phase 1 or Phase 2 of School Improvement and the special education subgroup that did not make Adequate Yearly Progress (AYP). The total amount of funds awarded for these grants in 2005-2006 was \$92,482. Seven schools in Phase 1 and one school in Phase 2 received a School Improvement Mini Grant. The maximum funding award for Phase 1 schools was \$10,000. The maximum funding award for Phase 2 schools was \$25,000. The grant period began October 1, 2005 and ends September 30, 2006.

Statewide Autism Resource and Training (START)

Contact: Amy Matthews at (616) 331-6480 or at matthewa@gvsu.edu

Web: <http://www.gvsu.edu/autismcenter>

This Mandated Activities Project was initiated to improve the delivery of educational services and supports to students with autism spectrum disorder across the state. The START project serves as a coordinating and support entity for school systems and regional networks across the state of Michigan to increase access to local resources, training and supports for students with autism spectrum disorder and ensure the use of effective practices. The project has a model of service to accomplish this statewide effort that emphasizes resources, training, collaboration and networking, and effective practices. Intensive trainings are tailored to each school program based on a model of increasing knowledge, applying new knowledge and skills, and teaming and collaboration. The creation of Regional Collaborative Networks (RCN) and the Effective Practice Leadership Initiative (EPLI) has lead to

collaboration among school systems and regional stakeholders to form a network of training and information for educators in each region of the state. The Autism Program Evaluation and Planning Tool (APEPT) serves as a program assessment tool to guide schools in developing and implementing program improvement plans based on regular assessment of programming across critical areas necessary for improved outcomes for students with autism spectrum disorder.

Stated and Accomplished Goals of Project:

- Establish collaborative networks in all counties in Michigan (only 4 counties not presently covered)
- Establish a training model based on effective practice that includes intensive instruction with application and follow up (e.g., coaching)
- Establish effective practice guidelines for school and community settings using regular evaluation and methods for improvement
- Serve as a coordinating entity in the state of Michigan for educators and parents to offer training, support, networking and effective practices

Future Goals of START:

- Increase training and support in the area of early intervention
- Improve the coaching model for in use in local school buildings
- Expand the program assessment tool and create a classroom assessment tool
- Create better tools to measure student outcome

Advisory Groups

Special Education Advisory Committee (SEAC)

Contact: Ann Omans at (517) 373-0924 or at OmansA@michigan.gov

The Special Education Advisory Committee (SEAC) is Michigan's IDEA 2004 mandated State Advisory Panel to the SBE and the MDE. Its purpose is to:

- Advise the State Education Agency (SEA) of unmet needs within the State in the education of children with disabilities, 300.169(a);
- Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities, 300.169(b);
- Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act, 300.169(c);
- Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act, 300.169(d); and
- Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities, 300.169(e)

The SEAC served as an advisory resource regarding the array of documents and procedures that were revised to comply with the newly implemented rules. In addition, much of the work over the past year has occurred within the context of three subcommittees of SEAC.

High School Transformation Committee

Task/Target:

Given Michigan movement towards rigor, relevance, relationship and restructuring of its high schools, identify the potential unintended consequences – both positive and negative – for students with disabilities and other non-traditional learners and look at the design and implementation impact of these ideas for students with disabilities.

Learning:

The work this year has focused on learning about the forces influencing high school redesign and considering the new high school graduation requirements. As part of this work, a primer to high school reform was developed.

Post-Secondary Outcomes Committee

Task/Target:

Translating the legal requirements for post-school outcomes and transition into practice realities, that is, keeping our focus on outcomes. Specifically, considered were:

- Current shifts in regulations/high school reform and data requirements as means to focus and bring clarity to transition integration within new educational practices that will provide positive student outcomes
- Quality of the transition planning process
- Additional operational definitions of outcomes, results and adult goals
- Improvements in teacher education with regard to transition

Learning:

Much of the work this year has focused on learning about the new post-secondary outcome requirements and data collection.

Suspension/Expulsion Committee

Task/Target:

Based on concerns regarding the suspension and expulsion rates in Michigan, and gaps in data collection, this committee chose to examine the data and influencing factors to make suggestions and recommendations designed to reduce the number of suspensions and expulsions.

Recommendations:

- Reduction of students being removed from school (formal/informal).
- Development of grants and initiatives that promote positive behavior supports and effective interpersonal relationships.
- Increased use of differentiated instruction strategies. Promotion of accurate reporting of data, re: Suspension/expulsion for all students.
- Recognition of the need for legislation that would gather additional data re: suspension/expulsion of all students.
- Use of data by schools/districts to implement effective discipline strategies through initiatives and adult learning opportunities.

State Interagency Coordinating Council (SICC)

Contact: Barb Schinderle at (517) 241-2591 or at SchinderleB@michigan.gov
web: [www.cenmi.org/pair/sicc.asp\[gck1\]](http://www.cenmi.org/pair/sicc.asp[gck1])

On November 19, 2004, the Governor's State Interagency Coordinating Council for Handicapped Infants and Toddlers (SICC) recommended a redesign of the *Early On*® (Part C of IDEA 2004) system for Michigan. The recommendation was based upon input from multiple sources and stakeholder groups that uniformly indicated a need to closely examine and redesign the current Part C system. The SICC also recognized the significant changes to Michigan's early childhood system and services since the inception of *Early On*® in 1993, as well as the increasing focus on achieving meaningful results for children and families enrolled in *Early On*®. The SICC charged the State Interagency Team (with representation from the Michigan Departments of Education, Community Health, Human Services (DHS) [formerly FIA], and parents) to draft a process to guide the redesign. On February 18, 2005, the SICC recommended the proposed process, marking the beginning of the redesign effort. For more information, or to comment on *Early On*® redesign, contact: www.earlyonredesign@michigan.gov

Acronyms

ACE	Autism Collaborative Endorsement
ADA	American's with Disabilities Act
AI	Autistic Impairment
APEPT	Autism Program Evaluation and Planning Tool
APR	Annual Performance Report
APWT	Assessment Plan Writing Team
ASD	Autism Spectrum Disorder
ASWD	Assessment for Students with Disabilities
AYP	Adequate Yearly Progress
CAC	Content Advisory Committee
CAUSE	Citizens Alliance to Uphold Special Education
CB	Capacity Building
CEN	Center for Educational Networking
CEPI	Center for Educational Performance Information
CI	Cognitive Impairment
CIMP	Continuous Improvement Monitoring Process
CIMS	Continuous Improvement and Monitoring System
CMS	Centers for Medicare and Medicaid Services
CSPD	Comprehensive System for Personnel Development
DHS	Department of Human Services (formerly FIA)
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DRAM	Dispute Resolution Association of Michigan
EBs	Extended Benchmarks
EETRK	Early Education Tracking System
EGLCE	Extended Grade Level Content Expectations
EI	Emotional Impairment
EIS	Early Intervention Services
EIPA	Educational Interpreter Performance Assessment
ELA	English Language Arts
ELPA	English Language Proficiency Assessment
EO	Early On [®]
EOSD	Enhancing Opportunities for Students with Disabilities
EOT & TA	Early On [®] Training and Technical Assistance
EPLI	Effective Practices Leadership Initiative
ESA	Educational Service Agency
ESD	Educational Service District
FAPE	Free Appropriate Public Education
FI	Functional Independence
FIE	Family Information Exchange
FFS	Fee-For-Service
FM	Focused Monitoring
FY	Fiscal Year

Michigan Department of Education
Office of Special Education and Early Intervention Services
July 2006 Update

HI	Hearing Impairment
HSCE	High School Content Expectations
GLCE	Grade Level Content Expectations
IDA	Infant/Toddler Developmental Assessment
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEPT	Individualized Education Program Team
IFSP	Individualized Family Service Plan
IFER	Interim Federal Expense Report
IHE	Institutions of Higher Education
IIS	Interagency Information System
ISD	Intermediate School District
LD	Learning Disability
LEA	Local Educational Agency
LICC	Local Interagency Coordinating Council
LIO	Low Incidence Outreach
LRE	Least Restrictive Environment
LSCO	Local School Community Organizations
MAP	Mandated Activities Project
MATR	Michigan's Assistive Technology Resource
MDE	Michigan Department of Education
MDOC	Michigan Department of Corrections
MDCH	Michigan Department of Community Health
MDLEG	Michigan Department of Labor and Economic Growth
MEGS	Michigan Electronic Grants System
MEIS	Michigan Education Information System
MHSAA	Michigan High School Athletic Association
MFL	Modified Full Independence
MiBLSI	Michigan's Integrated Behavior and Learning Support Initiative
MICIS	Michigan Compliance Information System
MI-TOP	Michigan Transition Outcomes Project
MME	Michigan Merit Exam
MTR	Michigan Transition Resources
MSB	Michigan School for the Blind
MSD	Michigan School for the Deaf
MSEMP	Michigan Special Education Mediation Program
NCLB	No Child Left Behind
NPRM	Notice of Proposed Rule Making
NSDC	National Staff Development Council
OEAA	Office of Educational Assessment and Accountability
OHI	Other Health Impairment
OSE/EIS	Office of Special Education and Early Intervention Services
OSEP	Office of Special Education Programs (U.S. Department of Education)
P	Participation

P&C	Policy & Compliance
PAC	Parent Advisory Committee
PAIR	Project Find and Public Awareness, Information & Referral
Part B	Special Education (under IDEA 2004)
Part C	<i>Early On®</i> (under IDEA 2004)
PBS	Positive Behavior Support
PBSYC	Positive Behavior Support for Young Children
PD	Personnel Development
PFR	Program Fiscal Review
PI	Physical Impairment
POHI	Physical and Other Health Impairments
PSA	Public School Academy
PTA	Parent Teacher Association
QAR	Quality Assurance Review
RCN	Regional Collaboration Networks
REP	Registry of Education Personnel
RESA	Regional Educational Service Agency
RESD	Regional Educational Service District
RFP	Request for Proposal
RFR	Request for Rule Making
SA	Service Area
SB-CEUs	State Board - Continuing Education Units
SBE	State Board of Education
SBS	School Based Services
SEA	State Education Agency
SEAC	Special Education Advisory Committee
SESOM	Special Education Supervisors of Michigan
SI	Supported Independence
SICC	State Interagency Coordinating Council
SIG	State Improvement Grant
SLI	Speech and Language Impairment
SOAHR	State Office of Administrative Hearings and Rules
SPAC	Statewide Parent Advisory Committee
SPP	State Performance Plan
SPSR	Service Provider Self-Review
SRC	Sensitivity Review Committee
SRSD	Single Record Student Database
START	STatewide Autism Resource and Training
SWIS	School Wide Information System
SXI	Severe Multiple Impairment
TA	Technical Assistance
TAC	Technical Advisory Committee
TAC	Test Accommodation Coordinator
TBI	Traumatic Brain Injury

TS	Transition Services
UDL	Universal Design for Learning
USDoE	United States Department of Education
VI	Visual Impairment